

# California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

Because the Future is in Their Hands



## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

### 1.4.2.—On the Move



The focus of this unit is to compare and contrast methods of transportation over time. Students learn how transportation has an effect on developing communities and what natural resources are used for transportation methods. Students learn that by increasing the use of transportation, we now consume more fossil fuels than we have in the past. In the past, people using transportation methods relied on natural systems (such as wind to power a sailboat), but now people use trains, planes, and buses every day without realizing where the power is coming from. Students also compare and contrast the time and distances people traveled in the past versus today. Students learn that because of developing transportation methods, communities have expanded and grown from how they were in the past. Students gain an understanding of how transportation methods affect the economy and commerce and how transportation supplies such as tires can be recycled and reused.

		RI.1.1	RI.1.3	RI.1.4	RI.1.6	RI.1.7	RI.1.9	RI.1.10	RF.1.1	RF.1.4	W.1.5	W.1.8	SL.1.1	SL.1.2	SL.1.4	SL.1.5	SL.1.6	L.1.2	L.1.4	L.1.5	L.1.6
LESSONS	California Connections	✓	✓		✓	✓	✓	✓	✓				✓	✓	✓	✓			✓		
	1	✓	✓		✓	✓	✓	✓	✓				✓	✓	✓	✓			✓		
	2	✓				✓		✓			✓	✓	✓	✓	✓			✓	✓		
	3	✓	✓	✓		✓						✓	✓	✓	✓	✓			✓	✓	✓
	4	✓	✓			✓				✓		✓	✓	✓	✓	✓	✓		✓		
	5			✓		✓		✓				✓	✓	✓	✓		✓		✓		
Traditional Assessment												✓									
Alternative Assessment						✓						✓				✓					
COMMON CORE STANDARDS																					

**Note:** For your reference, the list of California Common Core State Standards abbreviations is on the following page.

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RF:** Reading Foundational Skills Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

**Note:** Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 19 of this document.

## A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole group, individual
- **Lesson 2:** Whole group, individual
- **Lesson 3:** Whole group, individual
- **Lesson 4:** Whole group, individual, small groups
- **Lesson 5:** Whole group, individual

## National Geographic Resources

No maps or posters are used with this unit.

Assessments	Common Core Standards and Applications
<b>Traditional Assessment</b>	
Students will complete a unit test with fill-in-the-blank and multiple-choice questions.	<b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Alternative Assessment</b>	
Students create a series of table tent cards with drawings that show modes of transportation from earlier days.	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

## Lesson 1: Moving On Land

Students participate in a class reading of a big book on transportation followed by a group discussion comparing past and present transportation systems. They sort “Transportation Cards” into categories differentiating between vehicles used in the past with those currently used.



Use this correlation in place of the **Procedures** on pages 34–35 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate. Ask students to write their name in the space provided in the Dictionary. These documents are provided separately.</p> <p><b>Tip:</b> If <b>Dictionary Workbooks</b> need to be reused from year to year, students should not write in them.</p> <p><b>Tip:</b> Prepare a set of transportation cards for each student as described on page 32 of the Teacher’s Edition. Also gather and prepare the A-V materials, and set up a bulletin board on which to post vocabulary words.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>
<b>Step 1</b>	
<p>Show the title of the <b>California Connections: On the Move Through Time</b> big book. Point to the word “transportation” on the <b>Word Wall Cards</b>. Explain that it means moving people and things from one place to another. Ask students to share examples of how they get from one place to another. (<i>Car, bike, bus, and walk</i>) Ask students to give examples of things that they use that get transported from one place to another. (<i>Food brought from the store, mail delivered to their house.</i>)</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>RF.1.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Suggestion:</b> Use the steps for reading <i>California Connections: On the Move Through Time</i> to develop skills in identifying text features and structures by having the students identify first words of sentences noting they are capitalized, capitalization, and ending punctuation.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Show the first section, pages 2–3, of the <b>California Connections: On the Move Through Time</b>, “People Going Places.” Point to each picture as you read the corresponding text.</p> <p>Review Key Vocabulary word “buggy” with students. Ask students, “Which of these ways of going places do you think people used a hundred years ago?” (<i>Horse and buggy, horse with saddle, early car</i>)</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p>
<b>Step 3</b>	
<p>Show the second section, pages 4–6 of the big book. Read the title “People Moving Things” and ask how the photographs on this page are different from the photographs in the first section. (<i>These photographs show how people move things. The first section showed how people move themselves.</i>)</p> <p>Review Key Vocabulary words “cart,” “stagecoach,” and “tractor” with students and ask them to look for these words on the page as you read. Point to each photograph as you read the corresponding text. Ask students:</p> <ul style="list-style-type: none"> <li>■ Which of these ways of moving things could carry the heaviest loads? (<i>Covered wagon, big truck</i>)</li> <li>■ Why could they carry heavy loads? (<i>More than one horse pulls the covered wagon. The truck has a big engine.</i>)</li> <li>■ Which of these ways of moving things need gas or diesel fuel to make them go? (<i>Truck, tractor</i>)</li> </ul>	<p><b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)</p> <p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>
<b>Step 4</b>	
<p>Show the third section, pages 7–9 of the big book. Read the title “People Using Bikes” and ask students to find ways in which these bikes are alike and how they are different. (<i>They all have wheels and a seat. Some have two wheels, the unicycle has just one wheel.</i>) Point to each photograph as you read the corresponding text.</p> <p>Ask students, “What are bikes used for? (<i>Having fun, going places, carrying things, and exercising</i>)</p>	<p><b>RI.1.6:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts...</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p>
<b>Step 5</b>	
<p>Review Key Vocabulary words “past” and “present” with the students. Have students look at each of the three sections in the big book again as you slowly turn the pages. Tell them to find ways in which things used for transportation in the past are different from what they are in the present. Tell them to use the words “past” and “present” in their answers. (<i>In the present, many things use gasoline. In the past, horses pulled many things.</i>) Explain that we still refer to automobile engines in terms of “horse power” indicating that a V8 engine is the equivalent of the pulling power of many, many horses.</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 6</b>	
<p>Distribute glue and a set of <b>Transportation Cards</b> (Teacher's Masters, page 2) to each student. Tell students to sort their <b>Transportation Cards</b> into two piles—one pile for transportation used in the past (a long time ago) and the other pile for transportation used in the present (today). Review the correct responses with the students. (<i>Transportation used in the past: early plane, early raft, horse and buggy, horse-drawn wagon. Transportation used in the present: jet plane, motor boat, modern car, tractor</i>)</p> <p>Have students describe some of the ways in which transportation today differs from transportation used long ago. (<i>Many modes of transportation today use gas and go fast. Some modes of transportation today can carry heavy loads. Long ago, horses or other animals pulled many things.</i>)</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>
<b>Step 7</b>	
<p>Have students further sort their <b>Transportation Cards</b> into pairs showing how one form of transportation used long ago has changed to what is used today. (<i>Note: Provide an example from the big book. Point to the covered wagon and the big truck on pages 5–6. Explain that in the past covered wagons carried heavy loads and today big trucks carry many heavy loads.</i>) Help students make their first match by telling them to find the card that shows a way of traveling on water that was used before the motor boat. (<i>Early raft</i>) Tell students to put their “early raft” card next to their “motor boat” card. Have them make their other matches and check to see if they have them correct. (<i>Early plane/jet plane, horse and buggy/modern car, horse-drawn wagon/tractor</i>)</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<b>Step 8</b>	
<p>Distribute a <b>Student Workbook</b> to each student. Tell students to turn to <b>Past-To-Present</b> (Student Workbook, page 2). Project <b>Past-To-Present</b> (Visual Aid #1). Point to and read the name for each column, “past” and “present.” Review the instructions. Tell students to glue the <b>Transportation Cards</b> for each pair in the correct space, “past” or “present.” Allow about 10 minutes for students to complete <b>Past-To-Present</b> independently.</p> <p>Collect <b>Student Workbooks</b> and use <b>Past-To-Present</b> for assessment.</p> <p><b>Tip:</b> Download and save Visual Aids for easy access during lesson. Web address: <a href="http://californiaeei.org">http://californiaeei.org</a></p>	<p><b>RI.1.6:</b> Distinguish between information provided by pictures...and information provided by the words in a text.</p> <p><b>RI.1.9:</b> Identify basic similarities in and differences between two texts on the same topic...</p> <p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>

Procedures	Common Core Standards and Applications
<b>Step 8 (Continued):</b>	
<p><b>Tip:</b> If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> <li>■ Have students use binder paper or other lined or unlined paper</li> <li>■ Have students use a sheet protector over the page and write with a whiteboard marker</li> <li>■ Do together as a class on a projector or chart paper</li> <li>■ Project the digital fill-in version and do together as a class</li> <li>■ Students use digital devices to fill in the digital version found on the website.</li> <li>■ Make student copies when necessary</li> </ul>	

## Lesson 2: Boats, Planes, and Trains

Students study photographs of different types of planes, boats, and trains, as they continue comparing past and present modes of transportation. They observe a raft-building demonstration and discuss the design and use of rafts for transportation on water.



Use this correlation in place of the **Procedures** on pages 44–45 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Prepare and post Word Wall vocabulary words before the lesson begins. Gather the materials listed on page 43 of the Teacher’s Edition.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p>
<b>Step 1</b>	
<p>Ask students to imagine walking all day long and coming to a place where they need to cross a body of water that is deep and wide. Tell them they are carrying a heavy backpack, that there is no bridge, and they have no boat. Ask, “How would you get across?” (<i>Try to swim.</i>) Explain that trying to swim across is not a good idea because the body of water is very wide and they have a heavy backpack to carry.</p> <p>After several students have shared their ideas about how they would cross the water, explain that a long time ago (“in the past”) there were no bridges and most people did not have a boat. Tell them that people sometimes made a raft to get across the water. Point to the Key Vocabulary word “raft” and explain that a raft is something flat that floats on water. Explain that builders often made rafts out of logs or branches tied together and that sometimes they put an animal skin or piece of bark on the bottom of the raft.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>Suggestion:</b> Ask students to share what they know about an area that looks like this or a large body of water they have visited.</p>
<b>Step 2</b>	
<p>Tell students that you will build a simple model to demonstrate raft construction. Glue popsicle sticks side-by-side on a 5” x 7” index card. Tell students to think of the index card as a large piece of bark and the popsicle sticks as logs. Have the students gather around the shallow pan to watch the demonstration. Float the “raft” in a pan of water. Add small items, such as paperclips and pennies, to show how a raft can transport things.</p> <p>Point to the Key Vocabulary word “barge” and tell students that barges are flat boats that in earlier times and still today carry very heavy things like cars and loads of bricks. Point to the Key Vocabulary word “ferry” and explain that a ferry is a kind of boat that carries people, cars, and other vehicles across water.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>



Procedures	Common Core Standards and Applications
<b>Step 2 (Continued):</b>	
<p><b>Tip:</b> Gather Popsicle sticks, index cards, and a pan of water ahead of time, as listed on page 43 of the Teacher's Edition. Put together a collection of items to use for the float and sink experiment on page 44 of the Teacher's Edition.</p>	
<b>Step 3</b>	
<p>Show pages 10–13 of <b>California Connections: On the Move Through Time</b> big book and read the title "Moving On Water." Point to photographs of the raft, ferry, and other pictures and read the corresponding text. Ask students to identify the "boats" that are flat. (<i>Raft, container ship, early ferry</i>) Ask students to identify what makes the different vehicles move. (<i>Moving water, oars, wind, paddle wheels</i>)</p> <p>Explain that the paddle wheels on the paddle steamer move by steam. Point to the Key Vocabulary word "steam" and explain that steam forms when water is heated. Point to the rowboat on page 12 in <b>California Connections: On the Move Through Time</b> big book and explain that the power for this boat comes from people moving the paddles, on a steamboat, pressure from the steam makes the paddles move. If not mentioned by the students, explain that many boats today, such as motor boats, use gasoline to make them move. Ask students to explain how boats of the past differ from boats used today. (<i>Boats in the past did not have motors. Some boats today are much bigger than in the past. Many boats today use gasoline and go much faster.</i>)</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<b>Step 4</b>	
<p>Show pages 14–15 of <b>California Connections: On the Move Through Time</b> big book and read the title "Moving Through Air." Point to each picture as you read the corresponding text. Ask students to identify which machines are used today and which were used in times past. (<i>All but the early plane are still used today, but hot air balloons are not used very much.</i>)</p> <p>Ask, "What makes these machines move?" (<i>Air, gasoline, shape of propellers, wings, tail, body</i>) Ask students to explain how airplanes "in the past" were different from those used "today." (<i>Planes are much bigger today. Planes today fly much faster and farther.</i>)</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 5</b>	
<p>Show pages 16–18 of <b>California Connections: On the Move Through Time</b> big book and read the title “Moving On Rails.” Point to the railroad tracks shown in the picture. Point to each picture as you read the corresponding text. Explain that trains today use less fuel and can go farther before needing maintenance. Ask students:</p> <ul style="list-style-type: none"> <li>■ Why were the early steam-powered locomotives sometimes called “iron horses?” (<i>At first, horses pulled early trains, then locomotives made out of iron pulled steam-powered trains.</i>)</li> <li>■ How did the earlier trains differ from trains used today (<i>Horses pulled the earliest trains. Some early trains moved by steam. Trains today use less fuel and can go farther before needing maintenance.</i>)</li> </ul>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<b>Step 6</b>	
<p>Redistribute the students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Change Over Time</b> (Student Workbook, pages 3–5). Read and explain the instructions, then have students complete the work on their own.</p> <p>Collect <b>Student Workbooks</b> and use <b>Change Over Time</b> for assessment.</p>	<p><b>L.1.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>W.1.5:</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

## Lesson 3: Getting There

A “Story of a Road” is presented through a set of visual aids. Students discuss changes over time: to the road, to methods of transportation used, and to the surrounding environment. They identify natural resources used for transportation in the past and present.



Use this correlation in place of the **Procedures** on pages 54–55 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Prepare and post Word Wall vocabulary words before the lesson begins. Gather the materials listed on page 53 of the Teacher’s Edition. Prepare a set of <b>How We Move Cards</b> for each student as directed on page 52. Also create the <b>Story of a Road Chart</b> and post it on your wall or bulletin board. Create a <b>Natural Resources Used for Transportation Chart</b>.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p><b>Suggestion:</b> Prepare and post word wall vocabulary words before the lesson begins. Gather the materials listed on page 53 of the Teacher’s Edition. Prepare a set of How We Move cards for each student as directed on page 52 of the Teacher’s Edition. Also create the Story of a Road chart and post it on your wall or bulletin board. Create a Natural Resources Used for Transportation chart.</p>
<b>Step 1</b>	
<p>Project <b>Story of a Road</b> (Visual Aids #2–7) one at a time. Explain that each illustration shows the same section of a road—from what it looked like many years ago to what it looks like today. While you project Visual Aid #2, ask students:</p> <ul style="list-style-type: none"> <li>■ What does the road look like? (<i>Narrow and stony</i>)</li> <li>■ What is the form of transportation? (<i>Walking</i>)</li> <li>■ What would make this kind of transportation hard or uncomfortable? (<i>It would be bumpy. You might hurt your feet. It would be slow.</i>)</li> </ul> <p>As you show each of the other visual aids, ask students the same three questions: “What does the road look like?” “What is the form of transportation?” and “What would make this kind of transportation hard or uncomfortable?”</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>
<b>Step 2</b>	
<p>After projecting and discussing all six <b>Story of a Road</b> visual aids, ask students to list some ways the road, the method of transportation, and the surrounding environment changed over time.</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Tell students that the <b>Story of a Road</b> illustrations were about “moving on land.” Write the following terms on the board: moving on land, moving on water, moving through air. Remind students that people travel over water and through the air, as well as on land.</p> <p>Distribute one set of <b>How We Move Cards</b> (Teacher’s Masters, page 3) to each student. Tell students to sort their cards into the three different categories listed on the board: “moving on land,” “moving on water,” “moving through the air.” Check for correctness. (<i>Moving on land: horse-drawn trolley and modern car; moving on water: motor boat, sailboat, and early raft; moving through the air: jet plane, sailboats may also be mentioned</i>)</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Suggestion:</b> <i>To enhance the Common Core Connection, provide students opportunities to discuss how the objects help people move.</i></p>
<b>Step 4</b>	
<p>Tell students to look at their cards for “moving on land.” Ask students, “What makes each of these methods of transportation move?” (<i>Horse, gasoline</i>) Write the word “energy” on the board and tell students that things that move need some kind of energy to make them move. Tell students that when they walk, they use their own energy. Ask students:</p> <ul style="list-style-type: none"> <li>■ Where does the energy come from that makes you move? (<i>Food</i>)</li> <li>■ Where does the energy come from to make a horse and buggy move? (<i>The horse</i>)</li> <li>■ Where does the energy come from to make our cars move? (<i>Gasoline, engine, motor</i>)</li> </ul> <p>Familiarize students with the Key Vocabulary terms “fuel” and “gasoline.” Tell students that most cars today use gasoline, which is a type of fuel. Explain that gasoline comes from oil, a natural resource found under the ground in some places.</p>	<p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to...to signal simple relationships...</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words...</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<b>Step 5</b>	
<p>Familiarize students with the Key Vocabulary term “natural resources” and briefly explain that natural resources are materials, such as soil, trees, and water that nature supplies and that we use (for example, wood from trees and water from rivers). Ask students for some examples of how they would use some of the natural resources. (<i>We use wood for building houses and making furniture. We use water for drinking and for growing food.</i>)</p> <p>Write the word “oil” on this chart and remind students that gasoline comes from oil, which is a natural resource. Mention that oil is also a lubricant that makes the machine wheels turn smoothly. Tell students that we use other natural resources when we travel on land. Tell them to look again at the pictures on some of the <b>How We Move Cards</b> to help complete the chart.</p>	<p><b>L.1.5:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 5 (Continued):</b>	
Again, project <b>Story of a Road</b> visual aids. Point to the <b>Word Wall Cards</b> for: “gravel” and “concrete.” Explain the meaning of each as you point to the corresponding illustrations. Ask, “What natural resources are used to make these roads?” ( <i>Sand, stones, trees</i> ) Add these responses to the chart. Add “land” to the list and explain that land is used when we make roads.	
<b>Step 6</b>	
Tell students to look at their cards for “moving on water.” Ask, “What makes each of these machines move—that is, where does the energy come from?” ( <i>Moving water, wind, oil [gasoline]</i> ) Add “water” and “wind” to the list of “natural resources” on the chart.	<p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to...to signal simple relationships.</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words...</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people, places, things, and events...</p>
<b>Step 7</b>	
<p>Tell students to look at their card for “moving through air.” Ask students:</p> <ul style="list-style-type: none"> <li>■ What makes the airplane move—that is, where does the energy come from? (<i>Oil [gasoline]</i>)</li> <li>■ What other natural resources are used when we travel through air?” (<i>Air, metal to build airplane</i>)</li> </ul> <p>Add these terms to the list on the chart.</p>	<p><b>L.1.6:</b> Use words and phrases acquired through conversations, reading and being read to...to signal simple relationships.</p> <p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words...</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people, places, things...</p>
<b>Step 8</b>	
<p>Redistribute students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>How We Move</b> (Student Workbook, pages 6–9). Read the instructions and have students complete the work on their own.</p> <p>Gather <b>How We Move Cards</b>.</p> <p>Collect <b>Student Workbooks</b> and use <b>How We Move</b> for assessment.</p>	<p><b>L.1.6:</b> Use words and phrases acquired through conversations...to signal simple relationships...</p> <p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas...</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

## Lesson 4: Ways and Means

Students focus on types of energy used as they gather information from a display of materials and illustrations relating to past and current systems of delivering the mail. They also compare way stations used in the past with gas stations used today.



Use this correlation in place of the **Procedures** on page 72 of the Teacher's Edition.

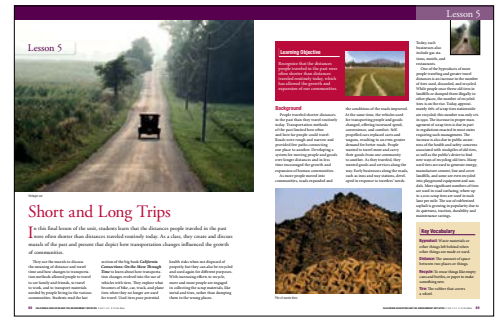
Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Gather and prepare materials and A-V materials as listed on page 70 and 71. Also prepare and mail a postcard from your home to your class or school.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p>
<b>Step 1</b>	
<p>Call students' attention to the display of United States Post Office-related materials (samples of boxes, envelopes, postcards, stamps). Point to the display of the variety of materials delivered by mail (samples of bills, letters, packages, magazines, postcards).</p> <p>Ask students to raise their hands if they like to receive mail. Invite a few students to share what they have received through the mail. (<i>Birthday cards, gifts</i>)</p> <p>Project <b>USPS</b> (Visual Aid #8). Point to each item on the visual aid and call on individual students to identify what they are. (<i>Mail truck, mail carrier, envelopes, mailbox</i>)</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics</i>...with peers...in small and larger groups.</p> <p><b>Suggestion:</b> Have students work in small groups of 2 to 4 to discuss possible answers and respond to teacher questions.</p>
<b>Step 2</b>	
<p>Show students the postcard you sent to the class. Call attention to the date stamped on the card. Explain that the post office stamps this date on the day the card is mailed. Call attention to the date sent and then the date the class received the postcard.</p> <p>Calculate with the students how many days it took for the post card to travel from your home to the school. Tell students that most mail in the United States arrives in several days, even if it goes all the way from the East Coast to the West Coast. Call attention to the <b>United States</b> wall map and point out the distance between the East Coast and West Coast. Ask students to share ideas about how mail travels so quickly today compared to mail delivery in the past. (<i>Today some mail is put on airplanes. Mail trucks go long distances.</i>)</p>	<p><b>RI.1.1:</b> Ask and answer questions about key details in a text.</p> <p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people...with relevant details, expressing ideas...clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p>



Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Tell students that a long time ago it would take a month or more for mail to travel across country. Project one at a time <b>Story of the Mail</b> (Visual Aids #9–18). Explain that these pictures tell a story about the mail service. Read <b>Story of the Mail</b> to the students or have them share the reading aloud. After each picture, invite students to describe something they see in the illustrations. (<i>I see people in the stagecoach. I see someone riding a horse.</i>)</p>	<p><b>RF.1.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Suggestion:</b> <i>To encourage students to read independently and proficiently, read the selection together, then allow students to re-read the text in partners. If this suggestion is used, this standard is addressed:</i></p>
<b>Step 4</b>	
<p>Review the word “energy” and remind students what it means. Project <b>Gas Station</b> (Visual Aid #19). Ask students:</p> <ul style="list-style-type: none"> <li>■ Why do we have gas stations? (<i>To get gas for our cars</i>)</li> <li>■ Did the stagecoach or Pony Express have to stop for gas? (<i>No</i>)</li> </ul> <p>Invite students to compare a gas station used for cars with the way stations used for the stagecoach. (<i>Both were places to get more energy while traveling. Both were stops along the way. Way stations were for getting different horses or food and water for the horses. Gas stations are for getting gasoline. Both have some food for passengers.</i>)</p>	<p><b>RI.1.3:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics</i>...with peers...in small and larger groups.</p>
<b>Step 5</b>	
<p>Redistribute the students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Way Station: A Stop for Energy</b> (Student Workbook, pages 10–11). Read the instructions for the drawing. Give students about 10 minutes for the drawing.</p> <p>Read the words in the “Word Bank” and tell students to use these words to fill in the blanks.</p> <p>Collect <b>Student Workbooks</b> and use <b>Way Station: A Stop for Energy</b> for assessment.</p>	<p><b>SL.1.5:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas...</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

## Lesson 5: Short and Long Trips

Students create class murals of the “past” and “present” to show changes from earlier days in transportation and human communities, especially in relation to distances traveled. They read about used tires and discuss where they go and how they can be recycled and made into useful things.



Use this correlation in place of the **Procedures** on pages 92–93 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary Workbook</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p> <p><b>Tip:</b> Prepare the A-V materials listed on page 91 of the Teacher’s Edition. Prepare two mural bulletin boards labeled <i>Past</i> and <i>Present</i> as directed on page 90.</p>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p>
<b>Step 1</b>	
<p>Call students’ attention to two sheets of paper mounted on the wall—one labeled “Past” and the other labeled “Present.” Tell students they will add buildings, transportation vehicles, and other items to build a community on each sheet of paper. Hold up <b>Mural Cut Outs</b> (Information Cards #1–12) one at a time and have individual students tape them to the correct sheet of paper.</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
<b>Step 2</b>	
<p>Invite students to make comparisons between “past” and “present” communities displayed on the murals. (<i>There is a gas station in one and not the other. There are horses and buggies in one and not the other. There is a school bus in one and not the other.</i>)</p>	<p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...</p> <p><b>SL.1.4:</b> Describe people...with relevant details, expressing ideas...clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p>
<b>Step 3</b>	
<p>Call attention to the Key Vocabulary term “distance.” Ask students for their ideas about what this term means. (<i>Distance is how far you go. Travel time is the time it takes to go from one place to another.</i>)</p> <p>Point to the “Past” mural and ask:</p> <ul style="list-style-type: none"> <li>■ If you lived here, how would you get to school? (<i>Walk, ride a horse, go in a horse and buggy</i>)</li> <li>■ Would it take you longer to get to school by walking or riding a horse? (<i>Walking</i>)</li> <li>■ If you lived here, do you think you would be going to other towns or other places very often? (<i>No</i>) Why? (<i>Because it would take too long.</i>)</li> </ul>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words...</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>a) <b>Activate prior knowledge related to the information and events in a text...CA</b></p>



Procedures	Common Core Standards and Applications
<b>Step 3 (Continued):</b>	
<ul style="list-style-type: none"> <li>■ If you lived here, where would people in your family work? (<i>In the store, on a farm</i>) Would they have to travel very far to get to work? (<i>No, because if they worked on a farm that is where they lived.</i>)</li> </ul>	<p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people...with relevant details, expressing ideas...clearly.</p>
<b>Step 4</b>	
<p>Point to the “Present” mural and ask:</p> <ul style="list-style-type: none"> <li>■ If you lived here, how would you get to school? (<i>Walk, if I lived close, or ride in a car or school bus, if I lived far away.</i>)</li> <li>■ If you lived far away from school, could you still walk to school? (<i>No, because it would take too long.</i>)</li> <li>■ If you lived here, do you think you would be going to other towns or other places very often? (<i>Yes, because we have cars.</i>)</li> <li>■ If you lived here, where would people in your family work? (<i>In the grocery store, at the gas station, in an office</i>)</li> <li>■ Would they have to travel very far to get to work? (<i>Some people travel far because they work in another town.</i>)</li> </ul>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine...the meaning of words...</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people...with relevant details, expressing ideas...clearly.</p>
<b>Step 5</b>	
<p>Point to the “Past” mural and ask:</p> <ul style="list-style-type: none"> <li>■ If you lived here, where would you get most of your food? (<i>From the farm and the general store</i>)</li> </ul> <p>Point to the “Present” mural and ask:</p> <ul style="list-style-type: none"> <li>■ If you lived here, where would you get most of your food? (<i>The grocery store</i>)</li> <li>■ Where does the grocery store get the food? (<i>Farms, factories</i>)</li> <li>■ Does the food we eat today travel farther than the food people ate a long time ago? (<i>Yes</i>)</li> </ul>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine...the meaning of words...</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RI.1.10:</b> With prompting and support, read informational texts...</p> <p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.4:</b> Describe people...with relevant details, expressing ideas...clearly.</p>
<b>Step 6</b>	
<p>Call attention to the different ways of traveling on the two murals and remind students that they also know about other kinds of transportation used in the past and the present. Explain that the distances people traveled in the past were often shorter than distances traveled routinely today. Tell students that the greater distances people can now travel, have allowed the growth and expansion of our communities.</p> <p>Now, have students recall changes in travel on water. (<i>Early rafts to modern ferries</i>) Ask students to talk about how changes in transportation can make changes in how people live from times past to the present time. (<i>Today, people can go farther. People get places faster. Food comes from farther away. People work farther away from home.</i>)</p>	<p><b>SL.1.1:</b> Participate in collaborative conversations...in small and larger groups.</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or...presented...through other media.</p> <p><b>SL.1.4:</b> Describe people...with relevant details, expressing ideas...clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p>

Procedures	Common Core Standards and Applications
<b>Step 7</b>	
<p>Familiarize students with the Key Vocabulary term “tire.” Read pages 19–24 of <b>California Connections: On the Move Through Time</b> big book. Call attention to the Key Vocabulary terms “byproduct” and “recycle.” Point to the places in the last section of <b>California Connections: On the Move Through Time</b> big book where these terms are used.</p> <p>Point to the picture of the pile of tires on page 22 and ask the following questions:</p> <ul style="list-style-type: none"> <li>■ Why do you think there are so many old tires? (<i>There are a lot of cars, trucks, buses, buses, and bicycles and they regularly need new tires.</i>)</li> <li>■ Are these old tires from past or present transportation systems? (<i>Present</i>)</li> <li>■ What happens to old tires? (<i>Some are recycled into other things like rubber flooring, swings, road resurfacing and replacing rocks in big construction projects like freeways.</i>)</li> </ul>	<p><b>L.1.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p><b>RI.1.7:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>SL.1.2:</b> Ask and answer questions about key details in a text read aloud or...presented...through other media.</p> <p><b>SL.1.4:</b> Describe people...with relevant details, expressing ideas...clearly.</p> <p><b>SL.1.6:</b> Produce complete sentences when appropriate to task and situation...</p>
<b>Step 8</b>	
<p>Redistribute the students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Going the Distance</b> (Student Workbook, pages 12–13). Project <b>Going the Distance</b> (Visual Aids #20–21) and read each of the scenarios, giving students time to circle the correct answer before reading the next scenario.</p> <p>Collect <b>Student Workbooks</b> and use <b>Going the Distance</b> for assessment.</p>	<p><b>RI.1.10:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>a) Activate prior knowledge related to the information and events in a text...</b></p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Suggestion:</b> Encourage students to use simple complete sentences that use the vocabulary words.</p>

## Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

### California Common Core State Standards Descriptions

#### Language Standards

- **L.1.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- **L.1.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- **L.1.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

#### Reading Foundational Skills Standards

- **RF.1.1:** Demonstrate understanding of the organization and basic features of print.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

#### Reading Standards for Informational Text

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4–6 for additional expectations.) CA**
- **RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
  - a) **Activate prior knowledge related to the information and events in a text. CA**

#### Speaking and Listening Standards

- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1.6:** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

#### Writing Standards

- **W.1.5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.